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ABSTRACT

The primary purpose of this study was to determine if there are differences in level of student aspirations between students in segregated and those in integrated schools. There are other highly related and interacting variables that may influence levels of aspirations; namely, student performance, significant others, and significant others' expectations. An attempt was made to determine the importance of a student constellation of "significant others" is determining both the quality and scope of his educational performance. The second purpose of this study was to compare, for substantial lengths of time, the constellations of "significant others" for black students in integrated versus segregated schools. Subjects for this study were 428 black adolescents randomly selected from public junior high schools in the Oklahoma City and Boley public school systems. Among the instruments used were the following: A "Significant Other Measurement" questionnaire developed by Stewart was used to identify those people the subject considers important to him and those specific people who expect of him various levels of attainment respective to education. Peniston's "Significant Others' Expectations" was constructed so as to measure the adolescent's perception of the level of expectations which he perceives significant others hold for his behavior. (Author/JM)

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Title of Study: Levels of Aspiration of Black Students As A Function Of Significant Others In Integrated and Segregated Schools

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Abstract: Based on a Social Psychological model of attitude formation theory, the significant others instruments are utilized to measure the influences of educational and social-economic-status (S-ES) differences in levels of black aspirations between 428 students in segregated and in integrated schools. These variables are combined with other variables of known effect into the aforementioned model of the process whereby educational aspirations and S-ES are set. Evidence was presented which points to the strong probability that students' constellation of "significant others", "substantial length of time in integrated schools", and "cross-racial choices", are some of the most significant factors in determining both the quality and scope of their educational aspirations.

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The importance and value attached to formal education by contemporary Americans are demonstrably great as indicated by the fact that most states require compulsory schooling until age sixteen and that one in four high school graduates may attend college. School success and school achievement are undoubtedly among the most salient values endorsed by Americans, and it is recognized that formal education provides the principal means for upward mobility in this society.

The importance of a formal education is due in large part to the ever-increasing technology, complexity, and specialization in today's world which are gradually eliminating jobs requiring unskilled manual labor. In making such an observation, one must also be aware of a considerable amount of evidence which denotes many variations in this pattern along social class and ethnic lines. Some examples are the Amish group (Kuhn and McPartland, 1954) which discourages young people from obtaining further education after age sixteen. In Europe, it is well known that only a few highly selected young people are admitted to college and universities as compared to the high percentage of Americans enrolled every year. The reasons for this are combinations of economic and social structural factors where scarce resources combine with a closed social class structure. It has also been reported in America that there is a high rate of dropouts from high school among the nonwhites (Tuel, 1966; Chilman, 1963; and Miller, 1964).

A growing body of information suggests that there are those social

and cultural factors which exert great influence on educational aspirations. Knowledge of the specific influences and how they affect aspiration levels helps to provide a base for remedial action.

The Problem

The problem germane to this study was brought clearly into focus on May 17, 1954, when the United States Supreme Court ruled that racial segregation in public schools was unconstitutional (Brown, et al., 1954). On May 31, 1955, the Supreme Court reiterated the unconstitutionality of segregation in public schools and that "all school districts must proceed to integrate their schools with all deliberate speed" (Brown, et al., p. 294). It was further implied by Supreme Court Justice Black that school segregation was a violation of the Constitution and that separate but equal schools for black children was a denial of equal protection of the law then, had been in the past, and will be in the future (Black, 1968).

Integration has always been a fundamental objective of American society. Obviously, it has not been an easy objective, and whether the meaning of it and its consequences have ever been confronted and wisely acted on is open to question. The repeated failure of the educational establishment to demonstrate the validity of this concept and the growing sense of alienation between white and black traditions, suggest that this basic premise has been seriously questioned, especially by the black community (Havinghirst, 1969; Wright, 1969).

Unlike the European system, we in the United States are committed to

an open system of providing equal education for all of course we are failing to deliver it; therein lies the conflict, which must be resolved.

Purpose of the Study

The purpose of the study was to attempt to identify specific differences in the area of student self-perception. Therefore, the focus of the study was on levels of student aspirations, which are the dependnt variables.

This study answered the primary question: are there differences in level of student aspirations between students in segregated and those in integrated schools? The survey of the literature reported herein suggests that there are other highly related and interacting variables that may influence levels of aspirations; namely, student performance, significant others, and significant others' expectations. These variables may provide a better understanding of the social matrix of the student both outside and inside the school envoronment and should lead to useful information as to how the students are motivated to achieve in school, or aspire to further schooling. In particular, an attempt was made to determine the importance of a student constellation of "significant others" in determining both the quality and scope of his educational performance.

The second purpose of this study was to compare, for substantial lengths of time, the constellations of "significantothers" for black students in integrated versus segregated schools.

Review of Related Literature

There appears to be a vacuum in the literature concerning primary determinants of the aspirational levels of black adolescents.

Several recent studies of the mobility of youth have compared the educational and occupational choice of Blacks and Whites in order to determine whether aspirations reflect class or racial subcultures (Gist and Bennett, 1963; Halloway and Berreman, 1959; Stephenson, 1957). These studies suggested that the aspirations of Blacks are less related to social class than are the aspirations of Whites.

The research studies of racial differences and level of aspirations suggest that race itself is not a primary determinant. Rather the underlying factors, such as socio-economic factors and income differences which are indirect kinds of measures, really explain the differences in aspirations. However, if one controls or holds constant factors like ratios of race differences and ethnic groups, they of course tend to disappear or can be "explained" away. It appears as if social class has been used as an indirect measure of significant others' expectations.

Recent research studies have strongly suggested that the experiences adolescents encounter in high school have an important influence on their aspirations for further education (Wilson, 1959; Ramsoy, 1961; Coleman, 1962; Sewell, 1964; Boyle's, 1966).

These research studies of the population composition of schools and the levels of aspirations suggest that the make-up of high schools is a much more important factor than socio-economic status in determining students' aspirations. When the factors are controlled, such as father's

education or family background, they tend to be only a partial explanation of the students' higher aspirations. Whatever the explanation may be for the remaining effect of the high school on occupational values, they do not tap important factors because they do not look into the significant other phenomenon in his peer group or in his family.

All research studies of the relation between social class and intelligence suggest that both socio-economic status and intelligence are related to planning on college, college attendance, and college graduation for both sexes (Sewell, 1964; Sewell and Orenstein, 1965; Coleman et al., 1966; McDill, Rigsby, and Meyers, 1969; Meyers's, 1970).

These research studies of the relation between social class and intelligence suggest that they are related to levels of aspirations. However, these investigations only tell us how they are associated and are indirect kinds of measures, which really do not explain the differences in aspirations.

It should be pointed out that the above studies do not tellus very much. The aforementioned factors are mediated through "significant others" expectations, so that social class and intelligence are products of the groups to which they belong. In other words, it is to their families or to their regions that they belong.

There are a number of survey studies, such as those of Fleming (1957), Elder, Jr., and Gowerman (1962), Rosen (1959), Cohen (1958), Bordua (1960), Bell's (1963), Herriott (1963), that investigated the factor concerning the influence of parents' aspirations on children's level of educational aspiration. The analysis of these investigations indicated that the educational level expected by their parents is

strongly correlated with the children's (boys and girls) educational plans.

This investigator has built upon the above studies by applying the concept "significant others" which will allow for parents to be "not significant others." Also the investigator has broadened the study to see what after "specific others" are significant others to black adolescents such as, his father, mother, friends, teacher, and an attempt to refine the area of social class, significant others and their expectations.

More data on the correlation of educational plans and preferences of blacks are needed as well as the mechanisms through which these correlations tend to operate in influencing educational aspirations.

A Social Psychological Model

The world of man's experience as conceived in this study is a world made up of objects defined symbolically. Man's unique language ability allows him to communicate, learn, and otherwise accumulate definitions of objects and pass them along to oncoming generations. The objects referred to can be people, things, states of affairs, or anything that can be labeled or thought of as having a unitary character.

Man acquires his definition of objects from his interaction with those around him, usually in an indirect fashion rather than from a direct fashion; that is, no one explicitly or formally lectures him but rather he observes behavior, overhears comments, and forms opinions on this basis.

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An example of the aforementioned process might include parental lack of interest in the child's academic achievements as exemplified by their never questioning anything but failing grades and never insisting on homework completion or offering assistance in homework. Under these circumstances, the child would be justified in assuming that his parents do not expect him to achieve and therefore, place little importance on his education. It is often through expectations such as these that the child forms his view as to significant others' expectations. Indeed, as Coleman (1966) has pointed out, the atmosphere and active behavior of a child's home may be of more importance than their expressed interest in his education.

Objects are defined in terms of behavior, or what should be done with respect to the object. The individual's definitions of objects are recipes for actions; therefore, as he defines an object situation, so does he react and behave toward it. To understand and predict individual behavior, therefore, requires understanding the individual's perception of the situation and himself.

Formal education or schooling is subject to a social definition like any other object, and any given individual may hold a variety of views. No situation is completely unstructured for the individual after all, who is a member of certain groups and with particular views already internalized. For example, education can be seen as either very important (valued) or not important by a given individual. Rokeach and Parker (1970) reported rather strong differences between education and income groups, with the poorer, less educated placing a lower value or less importance on certain individual qualities. Among these were "a sense of accomplishment, wisdom, capable, imaginative,

intellectual, and logical." Since an individual acts toward objects as they have meaning to him, a child who placed lesser value on the "self-actualization" values described above might be expected to cope less adequately with educational requirements. Values of education, as used here, can be defined as those objects to which the individual attaches some importance (i.e., they are high on his list of desired objects). Like all other social objects, their source is the individual's groups. "Large scale and general values, such as liberty, justice, happiness, and truth, are given their specific and role-applicable meanings in the reference groups" (Kuhn, 1956).

The individual tends to notice those relevant and meaningful objects in his roles and statuses; conversely he will either selectively ignore or deliberately avoid objects he deems irrelevant or non-meaningful.

Since each individual is born into a specific family, a specific status, region, etc., his objects are learned from his immediate situation. Mass media values, themselves, tend to be interpreted through and mediated by those who matter most to him--his "significant others."

The importance of "significant others" in motivating the individual to do well in school would seem to have been amply demonstrated in studies conducted in the Head Start Program. The fact that Head Start children do well initially in school after completing the program but soon lag behind again, would suggest that lacking support of "significant others" role performance will suffer and diminish in time. One other study also suggests the importance of "significant others" in changing or modifying self-conceptions and behavior (Bohnstedt, 1970).

Studies of the effect of student body characteristics also suggest

that the peer group the student is exposed to is also very highly related to his own performance and aspirations (Coleman, 1966). Exposure to and identification with other students having higher aspirations and levels of performance can apparently modify an individual's own performance and aspirations in a positive fashion and do not seem to depress those of the higher group. Theoretically, we would expect a greater and more lasting effect of significant others' expectations when the identified "significant others" are united in their expectations.

If one considers an individual as having some sort of organized self-image or identity made up of attitudes towards himself as an object, then one logical dimension in identity is that of evaluation or conclusions and inferences made about one's self as an object of value in particular roles, such as a student. One learns about himself as an object much like any other object in the world around him.

Expectation of "significant others" is internalized by the black adolescents. For example, if significant others attach very little importance to education, then it would seem to follow that the adolescent would not be expected to become a good student.

How the individual views himself as an object is derived from how he thinks others perceive him. The individual gains information about himself and others through interaction with others (Herriott, 1963). These specific others are his reference group, are the primary bases of his perceived similarity to significant others, and constitute the dimensions of his self-conception (Merton, 1957).

Measured Variables

In order to obtain the necessary background variables the following

research questionnaires were used:

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Significant Other Measurement (SOM)

A SOM developed by Stewart (1955) was the questionnaire selected to be used in this study. Stewart defined as specific others those whose opinions of the individual are important to him; they may be the same as those held by the individual or they may not. Significant others were measured by asking the students the sociometric question, "List the ten people whose opinions of you and your behavior are most important to you." In answering this question, the respondent was asked not to give proper names but rather to specify the persons' "connection to you."

The Significant Others' question was used to identify those people the subject considers important to him and, for purposes of comparison with later questions, designed to identify those specific people who expect him to achieve various levels of attainment respective to education.

In response to Significant Others question with mentions of Significant Others ranged from 0 to 10 with a median score of 9 for the integrated sample and a median score of 9, also for the segregated sample.

Future Education Plans (FEP)

Gellespie and Allport (1955) FEP for adolescents were measured by the students' responses to the following question: "How far do you want to go in school?" Answers to this question were used to classify the adolescents into eight groups: (1) those who want to get out of

school as soon as possible, whether they graduate from junior high school or not; (2) those wanting to graduate from junior high school; (3) those wanting to attend high school, but not necessarily graduate; (4) those wanting to graduate from high school; (5) those wanting to go to trade, nursing, or business school after high school; (6) those wanting to go to a college or university for a few years; (7) those wanting a four year college degree; and (8) those wanting to do professional or graduate work after graduation from college. For the purpose of analysis, the eight categories of aspiration were combined into three groups: (1) grade 12 or less; (2) some college or technical training; and (3) college graduation or more.

Significant Others' Expectations (SOE)

Peniston (1972) SOE was constructed so as to measure the adolescent's perception of the level of expectations which he perceives significant others hold for his behavior. To measure the level of expectation, each adolescent was asked to think in turn of the one significant other who has been most interested in his future educational plans. The respondent was then asked to "list those people who would be very upset or disappointed if you did not finish high school or some college, or completion of college." As mentioned earlier, the number of persons listed as significant others who responded to the earlier question and who also appeared as expecting the subject to (1) graduate from high school, (2) attend college, and (3) complete college was determined and used to measure the level of educational expectations as perceived by each subject. The greater the proportion of significant others listed as expecting college graduation or more, the greater the likelihood the subject will aspire to some college work.

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On the basis of the proportion of persons listed as Significant Others to the earlier questions on educational aspirations, black adolescents were classified into the two groups listed below depending on what proportion of their significant others desired them to complete college.

High S.O.E. - Educational aspirations of completion of college or to do professional or graduate work after finishing college.

Low S.O.E. - Educational aspiration of a few years of college or goal of finishing high school or less.

The scores from the integrated and the two segregated samples were dichotomized into high and low S.O.E. categories by an approximate median percentage break.

In response to the Significant Others' Expectations question of those that aspire to four or more years of college with frequency proportion of significant others mentioned ranged from 0 to 10. The integrated sample had a median score of 0.57 and the segregated sample had a median score of 0.50.

Interracial Sociometric Technique

An adaptation of the sociometric test developed by Cristwell (1938-1939) was used to obtain the description of the quality of the interracial contact in the integrated school. Five persons could be listed for each of the following questions:

(1) Choose the boy or girl you would like to sit by in school.

(2) Choose the boy or girl whom you would like to participate in sports with.

(3) Choose the boy or girl whom you would like to eat lunch with.

Social Class Position

Hollingshead's (1957) Two Factor Index of Social Position was used to determine the socio-economic status (SES) of the subjects. The occupation and education of the subject's father are the two factors statistically combined by this scale to arrive at an index of socio-economic status. The scale yields five socio-economic levels, the subjects in this study were represented in the five socio-economic levels. Levels one through three constituted high socio-economic status (N=85) and level four and five constituted low socio-economic status (N=343).

Friends' Aspirations

The possibility that educational aspirations are learned through associating and interacting with peers and by means of shared interests and role models was explored by asking student subjects to appraise the educational aspirations of their peers. Subjects were asked "How would you say 'most' of your best friends would answer if they were asked how far they planned to go in school. Check the answer that you think most of them would check." (This question used the subject's own personal selection.)

Friends' Aspirations were also collapsed into three groups for purposes of analysis: (1) 12 years and less; (2) some college; and (3) four years of college or more schooling.

Length of Time of Integration

The length of time a student spent in integrated schools was inferred from responses to the following question: "How long have you

been going to integrated schools?" The students were asked to mark the most appropriate year that corresponded to the answer that fit best. An additional secondary source, the students' school records, was used to collect information on the length of time spent in integrated schools. Answers to this question were used to classify the adolescents into nine groups. For purposes of analysis, the nine groups were further combined into three groups of integration: (1) zero to one year, (2) two years, and (3) three or more years.

Levels of Achievement

Grade point average as a measure of scholastic achievement was under investigation in the study. Each adolescent's personal records were utilized in each respective school in determining his grade point averages for the most recent semester. It was a matter of copying each adolescent's grade point average from his school file on the research questionnaire.

For the purposes of analysis the grade point averages from the integrated and segregated samples were trichotomized into groups of achievement of nearly equal parts (1) low, (2) medium, and (3) high categories.

Design and Analysis

Statistical analysis of the data was used in the two major procedural operations. The first analysis involved the use of the questionnaires to find out the differences between the two samples' backgrounds. Chi-square analysis and a variety of contingency tables were used for the two independent samples to test for statistical

significance (Siegel, 1956).

The second group of analysis used was a simple-analysis of covariance procedure. The simple-analysis of covariance statistical tool enabled the investigator to control outside factors and differences, specifically intelligence, significant others' expectations, and social class orientation between the two independent groups.

In order to eliminate any investigator bias, differences which could occur by chance only five or fewer times in a hundred were arbitrarily designated as significant in the study for chi-square analysis and simple-analysis of covariance procedure (Popham, 1967).

Method and Procedure

This study was designed to test the following hypotheses:

1. The greater proportion of significant others who attach importance to aspiring to four years of college or more schooling is positively related to higher levels of aspirations.

2. The length of time students have been in integrated schools is positively related to higher levels of aspirations.

3. The proportion of significant others who attach importance to aspiring to four years of college or more schooling is positively related to higher levels of achievement.

4. There is a positive relationship between the students' educational aspirations and their close friends' levels of aspirations.

5. There is a positive relationship between the students' levels of aspirations and their interracial choice of close friends.

6. There is a positive relationship between length of time the students have been in integrated schools and their choice of close friends.

7. There is a positive relationship between students' social-economic status and levels of aspirations in integrated and segregated schools.

8. There is no significant difference in mean levels of educa-

tional aspiration between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

9. There is no significant difference in mean levels of academic performance between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

Subjects and Sampling

To adequately test the hypotheses, subjects had to meet several criteria in addition to being classifiable as to school type, sex, and socio-economic status. First, the subjects were a pre-high school student population averaging from 11 to 13 years. The subjects' social processes and experiences reflected in the significant others' expectations presumably will already be apparent and apply to this age group just as they do to other age groups. Any differences noted between this age group and high school seniors are presumably due to experiences and conditions associated with high school attendance and completion. Since studies of high school seniors suffer from the bias introduced by drop-outs, they all probably over represent the levels of aspirations extent (Coleman, 1962; Boyle, 1966; Rigsby, and Meyers, 1969). For these reasons pre-high school students appeared to be the most relevant group.

Subjects for this study were 428 black adolescents randomly selected from public junior high schools, composed of grades seven, eight, and nine in Oklahoma City and Boley public school systems. The subjects were selected in the spring of 1970 from two types of junior high schools: segregated and integrated. Segregated junior high schools were those in which the student body was entirely black.

The integrated junior high schools were located in metropolitan areas where the housing pattern of that neighborhood drew their black students from predominantly middle and lower class families. One of these schools, which had a black enrollment of ten percent and drew its black students predominantly from upper middle class families, was located in a suburban area where the neighborhood had been integrated for many years. The second school was newly integrated by busing fifty percent of the black children from middle and lower class families. Two of the segregated junior high schools were located in the metropolitan area and were known to draw their black students from housing patterns that were predominantly middle and lower class. The third segregated school had been segregated for many years due to its location in Boley, Oklahoma which was an all black rural area. The community of Boley represents the extreme at one end of the continuum of segregation and was the standard or basis of comparison with the other segregated schools in Oklahoma City on various characteristics that one would expect to be different. A more strenuous but separate comparison, therefore, was made between the two segregated schools (Oklahoma City and Boley) because of known differences in compositions of the communities as well as likely differences in the influence of social-economic status, levels of achievement, peer group associations, and pupils' educational aspirations.

If these characteristics are similarly related to each other and the research evidence supports this claim, any conclusions about the segregated schools on the bases of these variables might reasonable be due to common associations of these characteristics in all segregated

schools regardless of the size of the community or regional location. These specific junior high schools were chosen for the substantial differences in the social class composition of their student bodies.

A systematic random sample of pupils in each school was drawn from lists of all students enrolled in each respective school. An additional ten percent was selected to serve as replacements for those subjects not available for some reason.

The sampling was also stratified by sex with an equal number of boys and girls (boys=214, girls=214).

Representatives of the final sample population were checked by a comparison with respect to the characteristics of sex, age, socio-economic status, grade-point average with these same characteristics of the total school population. In addition, subjects who failed to participate in the study and had to be replaced were also compared to the total school population to detect possible biases resulting from such non-participation.

Procedure

The sociometric questionnaires were group administered at the respective schools and no limits were set on time. Six questionnaires were filled out by most of the students in regular class sessions on the same day of the administration. Each of the questionnaires was administered individually to reduce the possibility of students establishing a set or pattern of responses. They were not informed of the number or type of questionnaires used in the study. The investigator administered the questionnaires to the students with the assistance of the respective school counselors at each school. The

students had previously been informed by the investigator of the general purpose of the research study but were not apprised of the hypotheses being investigated. An attempt was made to give them some appreciation of the potential importance for the students participating in the study for which their cooperation was being solicited.

Respondents were instructed simply to answer the questions with respect to themselves. They were told that there was no right or wrong answer to these questions and that they should simply note their own opinions. Their answers were to be used to understand them and the future educational plans of black adolescents. Therefore, they were asked to answer the questions honestly; that is, to simply note their own opinions. Respondents with questions were told to answer as they thought best. Even though the questionnaires called for personal identification data, students were assured of anonymity and told that neither parents nor school personnel would see any of their responses.

In general, completion of the questionnaires took between thirty-five to forty-five minutes. Each questionnaire was printed on separate data sheets, and as a student finished one he was given the next one in the group. Students remained in the room after completing the last questionnaire so that the entire group was dismissed at the same time.

The second source of data required the investigator to consult students' school records which supplied an abundance of information, such as their grades, ages, sex, information of the parents' educational background, socio-economic status, and fathers' occupation. For the integrated sample, additional information of the length of time spent in the integrated school was also collected.

The third source of data that was collected involved the investigator's observation of the quality of Black's relationship to Whites

around him in the integrated school situation. Basically, the investigator had spent time observing the interracial activities existing in each of the integrated schools.

An assessment of race relations in each integrated school used was undertaken to corroborate the sociometric data. The investigator repeatedly would station himself at strategic times and places where some opportunity for interracial mixing was present. The lunch period was such time and careful observational note was made of the typical seating patterns in the school's cafeteria. Instances of segregated seating were of particular note. Study halls were also observed with respect to the seating and helping patterns of the students. A third occasion for mixing was also observed on the school play grounds during those times students could avail themselves of these facilities. Games and contests were observed to determine whether segregated team play was or was not evidenced.

Results

The first hypothesis stating that the greater the proportion of significant others who would aspire to four years of college or more schooling, the more likely the subject will aspire to similarly high levels was confirmed for both the integrated and segregated samples.

As previously described within this report, the scores from the integrated and the two segregated samples were dichotomized into high and low S.O.E. categories by an approximate median percentage break. The results of the dichotomization and the proportion of each group in the three samples scoring in the high and low category are shown in Tables I, II, and III.

The summary data and results of Table I clearly indicate that there is a significant statistical relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and the students' own levels of aspirations (x^2=6.53, df=2, P < .05).

Insert Table I about here

Approximately 59 percent of the students in the integrated sample, with a proportion of .56 or less of their significant others expecting college graduation or more, reported that they expected to aspire to four years of college or more schooling. Seventy-five percent of the sample with a proportion of .57 or more of their significant others expecting college graduation reported that they expected to graduate from college. The difference in percentages could be observed by chance alone less than five times in a hundred.

It can also be seen in Table II dealing with segregated students that there is a significant relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and the students' reported levels of aspirations (x^2=55.28, df=2, P <.001).

Insert Table II about here

Approximately 25 percent of the sample with a proportion of .49 or less of their significant others expecting at least college graduation reported that they expected to graduate from college, while better than 79 percent of the sample with a proportion of .50 or more significant others' expectations say that they want to aspire to four years

of college or more schooling. The difference in percentages is statistically significant beyond the .001 level.

As previously mentioned the purpose of using the Boley School in this study was to have a standard for comparison with other segregated schools outside the immediate Oklahoma City area.

The results clearly indicate in Table III, that there is a significant relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and their levels of aspirations. (x^2=11.62, df=2, P < .01).

Insert Table III about here

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Those students with a greater proportion of significant others expecting college education are more likely to aspire to college graduation than those with proportionately fewer significant others expecting college graduation.

The Boley segregated school does not differ in the observed relationship between the percentage of the students' significant others who expect them to aspire to four years of college or more schooling and their levels of aspirations when compared with the segregated schools in Oklahoma City.

The second hypothesis stated that the length of time students had been in integrated schools is positively related to higher levels of aspirations. Since two of the sample groups were not in an integrated setting, only one of the groups was used in this analysis. The summary data and results of Table IV clearly show that there is a significant relationship between the students' levels of aspirations and the number of years that they have been in integrated schools (x^2=16.97, df=6, P < .01).

Insert Table IV about here

The results of Table IV indicated that approximately 72 percent of the students in the sample that have been in integrated schools beyond three or more years reported that they expect to aspire to four years of college or more schooling as compared to only 55 percent of the students that have not been in integrated schools beyond two years who say they want four years of college or more schooling.

The third hypothesis, stating that the proportion of significant others who attach importance to aspiring to four years of college or more schooling is positively related to higher levels of achievement, was rejected for both the integrated and segregated schools.

To test Hypothesis three, the same standard by which the integrated and segregated samples were previously dichotomized was applied to each group.

The summary data and results of all three samples (integrated and segregated) are presented in Tables V, VI, and VII clearly indicated that there is no significant statistical relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and their levels of achievement as measured by grade poing average. On the basis of this evidence the hypothesis was rejected.

Insert Tables V, VI, and VII

The fourth hypothesis stated that there is a positive relationship between the students' educational aspirations and their close friends' levels of aspirations. All three of the sample groups were involved in

this situation and were used in this analysis.

The summary data and results of Table VIII indicated that there is a significant relationship between the students' levels of aspirations and their close friends' levels of aspirations (x^2=160.38, df=4, P $<$ .001).

Insert Table VIII about here

As indicated in the results on Table VIII, approximately 94 percent of the students in the integrated sample reporting their close friends aspired to college graduation also reported that they aspired to four years of college or more schooling. This compares to 35 percent of those students reporting that their close friends do not aspire to college graduation but who reported that they themselves expect to graduate from college.

The summary data and results of Table IX suggest that there is a significant relationship between the students' levels of aspirations and their close friends' levels of aspirations in segregated schools (x^2=133.79, df=4, P $<$ .001).

Insert Table IX about here

The results of Table IX demonstrated that about 20 percent of the students in the segregated sample, who report that their close friends aspire to less than graduation from college, aspire to college graduation. In comparison 94 percent of the students whose close friends desire college graduation reported that they expect to aspire to four years of college or more schooling.

Table X would seem to suggest that the Boley segregated school does not differ in its characteristics concerning the students' educa-

tional aspirations and their close friends' levels of aspirations from the segregated schools in Oklahoma City (x^2=42.10, df=4, P < .001).

Insert Table X about here

At this point because of the similarity of results from two distinct samples the reader might be concerned about whether students misrepresented their educational aspirations to the investigator. However, there is no apparent reason for these students in either of the samples to report their aspirations as lower than they are, but it could be argued that some students might be moved to report higher aspirations in order to represent themselves more favorably (Edwards, 1957; McDilland and Coleman, 1965; Coleman, 1962; Sears, 1940). This might be more likely to occur with adolescents in an individual interviewing situation where one's identity could be associated with higher educational goals. However, it would appear to this investigator that students may be less disposed to do so in answering an anonymous questionnaire, as in the present study. Numerous other studies tend to support both the reliability of the students responses to the questionnaire and the positive relationships between the students aspirations and their close friends' levels of aspirations (Coleman, 1966; Abrahamson, 1952; Pettigrew, 1968; Wilson, 1960; St. John, 1963; Sears, 1940).

The fifth hypothesis was concerned with the students' levels of aspirations and their interracial choice of close friends. Since two of the sample groups were not in an integrated situation, only one of the groups was used in this analysis.

The summary data and results of Table XI revealed that there is

a significant relationship between the students' levels of aspirations and their interracial choice of close friends in integrated schools (x^2=13.58, df=2, P $<$.001).

Insert Table XI about here

The results of Table XI indicate that approximately 78 percent of the students in the sample who chose across racial lines for their close friends also presented themselves as aspiring for a college education for more schooling compared to 54 percent of the students in the sample who chose all blacks as their close friends.

The sixth hypothesis pertained to the length of time in integrated schools and choice of close friends. Since two of the sample groups were not in an integrated situation, only one of the groups was used in this analysis.

The summary data and results of Table XII clearly show that there is a significant relationship between the students' choice of friends and length of time spent in integrated schools; i.e., the longer students are in integrated schools, the greater the tendency to choose friends across racial lines (x^2=54.40, df=2, P $<$ .001).

Insert Table XII about here

It is shown from the data in Table XII that 92 percent of the students in the sample who chose some Whites as close friends reported that they had been in integrated schools for three or more years while only 44 percent of the students in the sample who chose only Blacks as close friends had been in integrated schools less than two years.

The aforementioned results support the existence of a new

phenomenon referred to as "interracial accpetance," the type of relationship that takes place in a genuine or totally integrated school (Coleman, et al., 1966; U.S. Commission on Civil Rights, 1962; Pettigrew, 1968).

The seventh hypothesis was concerned with social-economic status and levels of aspirations. All three of the sample groups were involved in this situation and were used in this analysis.

The summary data and results of Table XIII indicated that there is a significant relationship between the integrated students' social-economic status and their levels of aspirations ($x^2=7.52$, df=1, $P < .01$).

Insert Table XIII about here

Approximately 62 percent of the students in the sample who were of the lower social-economic levels (4 and 5) reported that they wanted to aspire to four years of college or more schooling, while 80 percent of the students in the sample who were of the higher social-economic levels (classes 1, 2,and 3) reported that they plan to graduate from college.

The summary data and results of Table XIV indicate that there is also a significant relationship between the segregated students' social-economic status and levels of aspirations ($x^2=11.84$, df=1, $P < .001$).

Insert Table XIV about here

Eighty-three percent of the students in the sample who were of high social-economic status (classes 1, 2, and 3) plan to aspire to four years of college or more schooling as compared to only 48 percent of the students of low social-economic status (4 and 5) who reported that they aspired to college graduate or more schooling.

The previous described results in Tables XIV and XV further support the evidence of previous studies that social-economic status of the students influences their aspirations (Wilson, 1959; Ramsey, 1961; Coleman, 1962, 1966; Turner, 1964; McDill and Coleman, 1963; Sewell and Shah, 1968; Sewell and Armer, 1966).

The summary data and results of Table XV indicate that there is a significant statistical relationship between students' social-economic status and levels of aspirations (x^2=5.10, df=1, P $<$ .05).

Insert Table XV about here

Again, the Boley segregated school does not differ in the observed relationship of the students' social-economic status and their levels of aspiration when compared with the segregated schools in Oklahoma City.

Two hypotheses were tested dealing with educational aspiration and academic performance. The eighth hypothesis was stated as follows: There is no significant difference in mean levels of educational aspiration between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire to four or more years of college.

To determine if significant differences existed among the integrated and segregated group means a single classification analysis of covariance was used for the two aforementioned hypotheses.

The finding suggested that the mean score on educational aspirations for the integrated group was higher than the mean for the segregated group (F=9.35, df=1/377, P $<$ .01). This was after having statistically adjusted for initial differences with significant others who attach importance to aspiring to four or more years of college and for social-

economic status between students who participated in the integrated and segregated schools and those who did not.

The ninth hypothesis that was tested dealing with academic performances also yielded substantially significant findings.

The hypothesis was stated as follows: There is no significant difference in mean levels of academic performance between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

The finding suggested that the mean score on academic performance for the segregated group was higher than the mean for the integrated group ($F=36.25$, $df=1/377$, $P < .01$). This was after having statistically adjusted for initial differences with significant others who attach importance to aspiring to four or more years of college and for social-economic status between students who participated in the integrated and segregated schools and those who did not.

Discussion and Conclusions

This study, following a social psychological approach, has attempted to identify specific differences in the area of student self-perceptions and has presented evidence concerning the differences in levels of aspirations between integrated and segregated schools.

Attention was focused especially on the black adolescent levels of aspiration emphasizing the role of "significant others" expectations when the identified "significant others" are united in their expectations.

The above described variable derived from inter-personal relations is considered to be a significant theoretical concept. Educational aspirations are viewed as part of a learning process resulting from association and interactions with others. These specific others are the subject's reference groups and are the primary bases of his perceived similarity to significant others and constitute the basic dimensions of his self-conception. The expectations of "significant others" are internalized by black adolescents.

The questionnaire responses were used to test nine hypotheses related to educational aspirations of the students and their peers, the students' significant others, social-economic status, and length of time in integrated schools. These were investigated separately for integrated and segregated schools.

The first hypothesis, stating that the greater the proportion of significant others who would aspire to four years of college or more schooling, the more likely the subject will aspire to similarly high levels, was confirmed for both the integrated and segregated samples. Almost 80 percent of the students with a high proportion of significant others expecting college graduation reported that they

expected to graduate from college. This difference was significant beyond the .001 level.

A second hypothesis, stated that the length of time students had been in integrated schools is positively related to higher levels of aspirations. This was retained for the integrated schools. The longer the students had been in integrated schools, especially when that period was three or more years, the more likely they were to report aspiring to four years of college or more schooling. Among the integrated samples approximately three-fourths of the students that had been in integrated schools for three or more years reported that they expected to aspire to four years of college or more schooling. The possibility of this figure occurring by chance alone was less than once in a hundred times.

A third hypothesis, stating that the proportion of significant others who attach importance to aspiring to four years of college or more schooling is positively related to student levels of achievement, was rejected in both the integrated and segregated schools. The greater the proportion of the student's significant others who expect him to aspire to four years of college or more schooling the more likely he is to have a higher level of achievement as measured by grade point averages. However, the students' achievement levels or grade point averages were only slightly higher in the case of those students with a greater proportion of significant others expecting college graduation. The hypothesis had to be rejected at the .05 level. The direction of relationship, however, indicated that there may well be some association between students' levels of achievement and the proportion of significant others who expect to aspire to four

years of college or more schooling.

The fourth hypothesis, stating that there is a positive relationship between the students' educational aspirations and their close friends' levels of aspirations, was retained for both the integrated and segregated schools. The students' levels of aspirations are highly correlated with their close friends' levels of aspirations, i.e., those presenting themselves as desiring a college education or more schooling also tended to report most of their friends also aspiring to this level. Approximately 94 percent of the students in both samples reporting their close friends aspired to college graduation also report aspiring to a college degree. This relationship was significant beyond the .001 level.

The fifth hypothesis, that was retained, referred to a positive relationship between the students' levels of aspirations and their choice of close friends in the integrated schools. The students in the sample presenting themselves as aspiring to four years of college or more schooling were in fact much more likely to choose some close friends who were White. More than three-fourths of the students in the sample who chose across racial lines for their close friends also presented themselves as aspiring for a college education or more schooling. This relationship was significant beyond the .001 level.

The sixth hypothesis , which stated that there is a positive relationship between the length of time the students had been in integrated schools and their choice of close friends, was also retained. The students in the sample who had been in integrated schools for three or more years were the most likely ones to choose across racial lines for their close friends.

It was noted that 92 percent of the students in the sample who chose some Whites as close friends also reported that they had been in integrated schools for three or more years. This relationship was significant beyond the .001 level.

The seventh hypothesis, stated that there is a positive relationship between students' social-economic status and their educational level of aspiration, was also supported by the findings of this study. More than 80 percent of the students in both samples who were of the higher social-economic levels (classes 1, 2, and 3) reported that they plan to graduate from college. This relationship was significant beyond the .001 level.

The eighth hypothesis, stated that there would be no significant difference in mean levels of educational aspiration between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college. The magnitude of the differential between the mean levels of educational aspirations, considering those students with a higher proportion of significant others expecting college graduation, and social-economic status was statistically significant beyond the .01 level. The finding suggested that the mean score on educational aspirations for the integrated group was higher than the mean score for the segregated group. This was after having statistically adjusted for initial differences with significant others who attach importance to aspiring to four or more years of college and for social-economic status between students who participated in the integrated and segregated schools and those who did not.

The ninth hypothesis, stated that there would be no significant

difference in mean levels of academic performance between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college. The magnitude of the differential between the mean levels of academic performance among those students with a higher proportion of significant others expecting college graduation and social-economic status was statistically significant beyond the .01 level.

The finding suggested that the mean score on academic performance for the segregated group was higher than the mean score for the integrated group. This was after having statistically adjusted for initial differences with significant others who attach importance to aspiring to four or more years of college and for social-economic status between students who participated in the integrated and segregated schools and those who did not.

The segregated schools displayed very similar patterns or findings. It might be assumed, therefore, that segregated schools as a group do not differ significantly from one another but do differ considerably from what was seen in integrated schools. The fact that segregated schools are from different parts of the state and resemble each other suggest that they may be representative of a great many segregated schools throughout the state and not just restricted to a small sub-area of the state. The results of the research data persistently demonstrated presence of a strong association between the two segregated groups on characteristics of pupil's educational aspirations, peer group associations, levels of achievement, and social-economic status.

In conclusion, considerable evidence has been presented which points to the strong probability that significant others' expectations is one of the most important theoretical concepts affecting black adolescents' educational aspirations.

The length of time in integrated schools was found to be associated with cross-racial choices and at the same time related to higher aspirations. Since integration does not occur over-night but rather it takes a substantial period of time to develop--three years according to results of this study, the time factor process is important. In addition, the time factor provides some real clues to the nature of the integration process and the resulting rising aspirations of the black adolescents. It seems likely that black children, after a period of exposure to white children, tend to identify with them and perhaps begin sharing aspirational plans with their white peers. In any case, further research should certainly be focused on this phenomenona.

In general, considerable evidence has been presented in relation to the importance of this model in understanding student behavior and in evaluating educational programs. Certainly the important role played by the students' significant others seems noteworthy.

Apart from this, it also seems self evident that educational aspirations and achievements can be profitably studied as early as junior high school and in all probability long before that. Any real understanding of the development of the child in school awaits longitudinal studies involving panels or cohorts of students followed from an early age. Of necessity this survey reported here can only provide some clues to the process as it unfolds. Further research experiments are necessary to test some of these findings and replicate them.

For example, it would be instructive to follow the present sample of subjects for a period of some 4-5 years to determine, how many will attend colleges and how many will graduate. Apart from the certainty that aspirations can and do change over time, it would be of theoretical importance to note how well students wanting to go to college manage to achieve this goal given different degrees of support and help from significant others. Hypothetically, one would expect that individuals lacking "significant others" support, in all probability will have a rather difficult time reaching the academic goals. Therefore, evidence has been presented which points to the strong probability that students' constellation of "significant others" are one of the most significant factors in determining both the quality and scope of their educational performance. Also, substantial lengths of time in integrated schools were found to be associated with cross-racial choices and related to the constellations of "significant others" who attach importance to aspiring to four years of college or more schooling.

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TABLE I

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS AND LEVELS OF ASPIRATIONS IN INTEGRATED SCHOOLS

S.O.E. Percentages	Students' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Low .0 - .56	18.1	17	23.4	22	58.5	55	100.0	94
High .57 - 1.00	8.9	9	15.8	16	75.2	76	100.0	101
Total	13.3	26	19.5	38	67.2	131	100.0	195
$\chi^2 = 6.53$			df:2				P < .05	

TABLE II

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS AND LEVELS OF ASPIRATIONS IN SEGREGATED SCHOOLS

S.O.E. Percentages	Students' Level of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Low .0 - .49	50.0	46	25.0	23	25.0	23	100.0	92
High .50 - 1.00	12.9	12	7.5	7	79.6	74	100.0	93
Total	31.4	58	16.2	30	52.4	97	100.0	185
$X^2 = 55.28$			df:2				P < .001	

TABLE III

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS AND LEVELS OF ASPIRATIONS IN BOLEY'S SEGREGATED SCHOOL

S.O.E. Percentages	Students' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Low .0 - .49	25.0	5	40.0	8	35.0	7	100.0	20
High .50 - 1.00	6.9	2	10.3	3	82.8	24	100.0	29
Total	14.3	7	22.4	11	63.3	31	100.0	49
χ^2 = 11.62			df:2				P<.01	

TABLE IV

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND THE NUMBER OF YEARS IN INTEGRATED SCHOOLS

Levels of Aspirations	Number of Years in Integrated Schools							
	One		Two		Three or More		Total	
	%	N	%	N	%	N	%	N
Grade 12 or Less	42.1	8	15.4	6	8.8	12	13.3	26
Some College	15.8	3	23.1	9	19.0	26	19.5	38
College Graduation or More	42.1	8	61.5	24	72.3	99	67.2	131
Total	100.0	19	100.0	39	100.0	137	100.0	195
χ^2 = 16.97			df:6				P < .01	

TABLE V

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS AND LEVELS OF ACHIEVEMENT IN INTEGRATED SCHOOLS

S.O.E. Percentages	Levels of Achievement: Low .33-1.99		Medium 2.00-2.49		High 2.50-4.00		Total	
	%	N	%	N	%	N	%	N
Low .0 - .56	30.9	29	31.9	30	37.2	35	100.0	94
High .57 - 1.00	32.7	33	26.7	27	40.6	41	100.0	101
Total	31.8	62	29.2	57	39.0	76	100.0	195

χ^2 = is not statistically significant

TABLE VI

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS AND LEVELS OF ACHIEVEMENT IN SEGREGATED SCHOOLS

S.O.E. Percentages	Levels of Achievement: Low .67-2.17		Medium 2.18-2.99		High 3.00-4.00		Total	
	%	N	%	N	%	N	%	N
Low .0 - .49	39.1	36	30.4	28	30.4	28	100.0	92
High .50 - 1.00	25.8	24	35.5	33	38.7	36	100.0	93
Total	32.4	60	33.0	61	34.6	64	100.0	185

χ^2 = is not statistically significant

TABLE VII

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS AND LEVELS OF ACHIEVEMENT IN BOLEY

S.O.E. Percentages	Levels of Achievement: Low .0-2.99		Medium 2.30-2.98		High 2.99-4.10		Total	
	%	N	%	N	%	N	%	N
Low .0 - .49	25.0	5	20.0	4	55.0	4	100.0	20
High .49 - 1.00	34.5	10	31.0	9	34.5	10	100.0	29
Total	30.6	15	26.5	13	42.9	21	100.0	49

X^2 = is not statistically significant

TABLE VIII

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND THEIR CLOSE FRIENDS' LEVELS OF ASPIRATIONS IN INTEGRATED SCHOOLS

Students' Levels of Aspirations	Close Friends' Levels of Aspirations: Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Grade 12 or Less	48.1	26		0		0	13.3	26
Some College	11.1	6	74.3	26	5.7	6	19.5	38
College Graduation or More	40.7	22	25.7	9	94.3	100	67.2	131
Total	100.0	54	100.0	35	100.0	106	100.0	195

X^2 = 160.38 df:4 P < .001

TABLE IX

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND THEIR CLOSE FRIENDS' LEVELS OF ASPIRATIONS IN SEGREGATED SCHOOLS

Students' Levels of Aspirations	Close Friends' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Grade 12 or Less	64.7	55	5.3	1	2.4	2	31.2	58
Some College	18.8	16	57.9	11	3.7	3	16.1	30
College Graduation or More	16.5	14	36.8	7	93.9	77	52.7	98
Total	100.0	85	100.0	19	100.0	82	100.0	186
$X^2 = 133.79$			df:4				P < .001	

TABLE X

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND THEIR CLOSE FRIENDS' LEVELS OF ASPIRATIONS IN BOLEY SEGREGATED SCHOOL

Students' Levels of Aspirations	Close Friends' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Grade 12 or Less	66.7	6	0	0	3.3	1	14.0	7
Some College	22.2	2	63.6	7	6.7	2	22.0	11
College Graduation or More	11.1	1	36.4	4	90.0	27	64.0	32
Total	100.0	9	100.0	11	100.0	30	100.0	50
$X^2 = 42.10$			df:4				P < .001	

TABLE XI

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND THEIR SOCIOMETRIC CHOICES AS DESIRED CLOSE FRIENDS IN INTEGRATED SCHOOLS

Students' Levels of Aspirations	Sociometric Choices of Close Friends					
	Black		White		Total	
	%	N	%	N	%	N
Grade 12 or Less	20.5	18	6.6	7	12.9	25
Some College	25.0	22	15.1	16	19.6	38
College Graduation or More	54.5	48	78.3	83	67.5	131
Total	100.0	88	100.0	106	100.0	194
$\chi^2 = 13.58$		df:2			P	< .001

TABLE XII

RELATIONSHIP BETWEEN STUDENTS' CHOICE OF CLOSE FRIENDS AND LENGTH OF TIME SPENT IN INTEGRATED SCHOOLS

Race	Number of Years in Integrated Schools							
	One		Two		Three or More		Total	
	%	N	%	N	%	N	%	N
All Black	15.9	14	39.8	35	44.3	39	100.0	88
Some White	3.8	4	3.8	4	92.5	98	100.0	106
Total	9.3	18	20.1	39	70.6	137	100.0	194
$\chi^2 = 54.40$				df:2			P < .001	

TABLE XIII

RELATIONSHIP BETWEEN THE STUDENTS' SOCIAL-ECONOMIC LEVELS AND THEIR LEVELS OF ASPIRATIONS IN INTEGRATED SCHOOLS

Social Class	Educational Aspirations: High School and Some College		College Graduation or More		Total	
	%	N	%	N	%	N
1 - 3	19.6	11	80.4	45	100.0	56
4 - 5	38.1	53	61.9	86	100.0	139
Total	32.8	64	67.2	131	100.0	195
$\chi^2 = 7.52$			df:1		P	< .01

TABLE XIV

RELATIONSHIP BETWEEN THE STUDENTS' SOCIAL-ECONOMIC STATUS AND THEIR LEVELS OF ASPIRATIONS IN SEGREGATED SCHOOLS

Social Class	Educational Aspirations: High School and Some College		College Graduation or More		Total	
	%	N	%	N	%	N
1 - 3	16.7	4	83.3	20	100.0	4
4 - 5	51.8	84	48.2	78	100.0	46
Total	47.3	88	52.7	98	100.0	50
$\chi^2 = 11.84$			df:1		P	< .001

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TABLE XV

RELATIONSHIP BETWEEN THE STUDENTS' SOCIAL-ECONOMIC STATUS AND THEIR LEVELS OF ASPIRATIONS IN BOLEY SEGREGATED SCHOOL

Social Class	Educational Aspirations					
	High School and Some College		College Graduation or More		Total	
	%	N	%	N	%	N
1 - 2	0.0	0	100.0	5	100.0	5
3 - 5	40.0	18	60.0	27	100.0	45
Total	36.0	18	64.0	32	100.0	50
$X^2 = 5.10$			df:1		$P < .05$	